

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Susan Walbert

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Church Hill Elementary School

(As it should appear in the official records)

School Mailing Address 631 Main Street

(If address is P.O. Box, also include street address.)

City Church Hill

State MD

Zip Code+4 (9 digits total) 21623-9756

County Queen Anne's County

Telephone (410) 556-6681

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Web site/URL <https://www.qacps.org/ches/>

E-mail susan.walbert@qacps.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Patty Saelens

E-

mail patricia.saelens@qacps.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Queen Anne's County Public Schools

Tel. (410) 758-2403

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Marc Schifanelli

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 8 Elementary schools (includes K-8)
4 Middle/Junior high schools
2 High schools
0 K-12 schools
- 14 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	37
K	42
1	38
2	57
3	42
4	40
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	256

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 4.7 % Black or African American
 - 11.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73.4 % White
 - 10.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 11%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2021	238
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish

English Language Learners (ELL) in the school: 5 %
14 Total number ELL

7. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 130

8. Students receiving special education services with an IEP: 11 %
Total number of students served 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>1</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>11</u> Developmental Delay	<u>1</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 3

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	92%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Create a nurturing environment where building positive, intentional relationships with students, families, and the community creates a strong foundation for academic, social, and emotional success. Vision: Church Hill Elementary School will provide a learning environment where our staff, students, and families demonstrate the following: C is for Collaboration We will plan learning activities that allow students, staff, and families to work and collaborate to learn and grow from each other. U is for Unity We believe that together is better. We will listen to and respect each other's viewpoints. We have each other's backs. B is for Balance We will find a happy balance between academic rigor and exploration. S is for Safety We will ensure that CHES is safe for students, staff, and families to learn and grow. T is for Triumph We will work hard and challenge each other. We believe the difference between try and triumph is just a little "umph". R is for Responsibility We will teach our students by modeling to do what we say we will do. O is for Only Good Vibes We believe we attract the energy we give off. We will use our positive energy to solve any problem. N is for Needs At CHES, we will strive for all students to get what they need to succeed academically and socially. G is for Growth We will provide well-planned academic instruction that will meet the needs of all students and support their growth as measured by our school improvement plan.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.qacps.org/about-qacps/#title-ix>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Church Hill Elementary is a small rural school in Church Hill, in the northern corner of Queen Anne's County. According to the 2010 census, the population of the town was 745. We currently serve approximately 270 students in Pre-Kindergarten through grade 4. Fourteen additional students have registered since our September submission to MSDE. The school is the hub of the small community, with many generations of families attending. The current town manager's family sold the land to the board of education many years ago to build the school. Our students transition to Sudlersville Middle School, about 12 miles east, at the end of their 4th-grade year.

Church Hill Elementary has a School-Based Health Center, which provides in-person, virtual, curbside well, and urgent care during the school year and over the summer months. Services include diagnosis and treatment of illnesses, behavioral health services, nutrition, and educational services. School-Based dental programs include dental screenings and sealants, polishing/cleanings, oral health education, fluoride treatments, and dental emergency referrals.

Church Hill Elementary has a Judy Center on site with a dedicated staff of early learning professionals. The team helps prepare children age birth through kindergarten for school readiness.

Our PTA is dedicated to fundraising and bringing our families together.

We are proud of our partnerships and believe they are critical to our success.

Our mascot is a cub. During the pandemic, we adopted the hashtag #cubstrong. We worked as a team to meet the needs of our students from afar. We continue to be cubstrong and work as a team to meet the needs of our cubs.

We serve a diverse community and are fortunate to have supportive families prioritizing education in their homes and community. We actively engage families as partners to meet the needs of our students.

All families can voice their concerns or suggestions through emails, phone calls, text messages, and a suggestion box in the front lobby. Family feedback is welcomed and encouraged. Our teachers send weekly emails to our families, letting them know the week's focus. The emails also include what the families can do at home to support their child's education.

We are a School-wide Title I school, with approximately 50% of our students identified as free and reduced. Our Title I dollars support academic enrichments, interventions, and family engagement. An interventionist was hired to support the implementation of interventions. Stipends are used for staff to participate in and lead evening family events. Title I dollars support the events with reasonable and necessary materials for the family events and enrichment clubs.

Our day begins at 8:40 when students are released from buses and cars. Several staff members are there to greet our students each morning. Two days a week, our Dudes club, which are father figures, will give high-fives to our students as they enter the building. Morning announcements begin at 8:55 am. The announcements are themed for the week. On Mindful Monday, we start with a positive affirmation song and encourage students to say a positive affirmation to get in a good headspace for the day. On Tickle my Funny Bone Tuesday, we begin with a silly joke to add laughter to our day. On Walbert's Well Deserved Wednesday, students are recognized for going above and beyond. Teachers and students can nominate students to receive those awards. On Thinking Thursday, we began with some trivia to get our brains awake for the day. On Move Your Feet Friday, we start our day with dancing to get our bodies moving. The announcements include the pledge, birthdays, lunches served, and our Church Hill Creed each day. Students in 2nd-4th interested in helping with the announcements sign up, and two students are selected to guest star each week.

The bell rings at 9:00 am to begin our day. Students enjoy 150 minutes of Reading, English Language Arts,

75 minutes of Math, 45 minutes of Social Studies/Science, 60 minutes of unified arts, and 60 minutes of lunch and recess. Our Unified Arts consist of Art, Music, Physical Education, Learning Lab, and Media. The schedule is created to give our teachers one hour of common planning time each day. With 15 classroom teachers, our average class size is approximately 20 students.

Our school improvement plan guides us to improve Tier 1 Instruction focusing on alignment, feedback, and engagement. Tier 2 instruction focuses on EL and Special Education services, intervention, and conscience discipline, and Tier 3 instruction focuses on check-in and check-outs, individual counseling, and behavior support plans. These goals are accomplished through an equity lens and with family engagement.

Church Hill Elementary is a safe and welcoming space. When you enter the building, you first see every staff member's picture on the wall surrounding the African proverb, "If you want to go fast, go alone; if you want to go far, go together." The staff at Church Hill Elementary knows each student and family. They genuinely respect our community and are always ready to invite them to participate in their classroom. They believe the voice of our families and students matter. The leaders work to identify and respond to challenges quickly and peacefully.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

RELA is taught for 150 minutes in primary and 135 minutes in intermediate grades. Our main reading program is the McGraw Hill Reading Wonders 2014, designed for the Common Core State Standards for ELA. In addition, at the primary level, we also use Foundations, a structured literacy approach to teach reading, spelling, and handwriting. Typically our primary teachers teach 20 minutes of Foundations and use the rest of the time for whole group and small group instruction. In the intermediate grades, teachers split their reading block into a whole group and small groups. Students are given a variety of must-do activities and can do activities to complete during small group rotations. In addition, each grade level has a Cub Time for 30 minutes. Cub Time is when students across the grade level are grouped by need and provide enrichment activities or interventions based on formative and summative data. All grade-level teachers, special educators, and the reading specialist teach a Cub Time group, which allows for smaller group sizes to better meet the needs of our students.

Teachers are encouraged to use a combination of Gradual Release and Academic Student Teaming to engage all students. Teachers teach using a variety of whole group and small groups. Groups change based on the specific needs of the students and the content being taught. We specifically focus on aligning our lessons to the curriculum, engaging all students, being equitable for all students, and showing the teachers demonstrating vital feedback.

Teachers use formative assessments daily and weekly to drive instruction and adjust lessons and groups based on data. Formative assessments are happening throughout our ELA block. In addition to formative classroom assessments, monthly grade levels choose a standard, teach the same lesson, and give a formative assessment. Then at their team meetings, they look at the data, discuss student strengths and weaknesses, and create a ‘next steps’ list of action items to ensure all students understand the objective. During our School Improvement Team meeting, grade levels then share this data with the whole school so all teachers can collaborate across grade levels and share ideas. Summative assessments help evaluate our students learning by identifying our strengths and weaknesses. As a school-based team, we look at summative data and discuss how we can use our data to further strengthen our teaching to support student growth.

1b. Mathematics curriculum content, instruction, and assessment:

Our mathematics curriculum is aligned with the Maryland College and Career Readiness Standards and integrates the Standards of Math Practices with content throughout the grade levels. In Kindergarten through 4th grade, we use iReady Math as an online and text tool for our students. The curriculum is student-centered and designed with different learners in mind. We strive to help our students learn mathematics through inquiry and exploration in a student-centered environment. We empower all students to own their learning through a discourse-based routine integrating language and mathematics.

A typical math lesson is broken into multiple sessions, allowing students to develop a deeper understanding of a concept/skill through exploration, development of the skill, and refinement. During each session, teachers will lead their students in a Try-Discuss-Connect Routine, followed by independent practice, small group instruction focusing on student needs, independent online work on the student’s level, and an assessment. Teachers also can assign digital resources such as interactive practice to reinforce understanding or learning games to gain conceptual understanding and/or build fluency. These resources can be set individually or to a group of students and provide immediate and meaningful feedback to keep them on track.

An adaptive Diagnostic Assessment is given three times a year to provide insight into student learning and growth. This assessment is used to formulate small groups focusing on student needs/gaps and determine the prerequisite skills students may need to master grade-level material. The data from this assessment is

also used to place students on their individualized online learning path. Other curriculum assessments could include a printable quiz, an electronic comprehension check, a printable mid-unit assessment, an exit ticket in students' consumable books, or teacher observations of student understanding through Discuss It, Reflect, Connect It, Apply It, etc. The data collected from these assessments are examined at the classroom and school levels. This data allows our teachers and specialists to differentiate instruction for upcoming lessons.

1c. Science curriculum content, instruction, and assessment:

As QACPS students, Church Hill Elementary School Cubs in kindergarten through fourth grade begin to develop an understanding of the four disciplinary core ideas: physical sciences; life sciences; earth and space sciences; and engineering, technology, and applications of science. In the earlier grades, students begin by recognizing patterns and formulating answers to questions about the world around them. Elementary school students develop ideas and skills that will allow them to explain more complex scientific phenomena in the four core ideas as they progress to middle school and high school. Instruction is focused on making observations and hands-on interactions with scientific concepts through labs and demonstrations, video clips, and supplementary reading of informational texts provided by HMH Dimensions, PebbleGo, Epic Books, or CommonLit.org. Students are encouraged to view the world around them as scientists, responding to and asking higher-level questions and participating in the scientific method when conducting experiments. Church Hill students are held to high safety standards during all scientific experiments in preparation for more complex laboratory experiences in the future. Students are supported in making connections between their observations, lab results, and the world around them through collaboration and written expression. Student academic teaming practices are expected and utilized consistently in all grade levels during science lessons. Formative and summative assessments are provided through our selected text series, HMH Dimensions, which include but are not limited to observation/lab recording sheets, critical thinking questions, and unit tests. Teachers also create assessment methods within their grade level teams to ensure the depth and rigor of the Maryland College and Career Ready Standards are met in preparation for the MISA in fifth grade and science courses through the middle and high school. Classroom teachers consistently gather and aggregate assessment data to drive instruction, support student misconceptions, and elevate student achievement.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

The QACPS elementary program provides students in Kindergarten through 3rd with basic knowledge about rules, family, community, and citizenship, progressing into focusing on Queen Anne's County history using My World Interactive by Saavas. Students are challenged in identifying elements of the community in their classrooms, school, and the local community. Younger students are supported in understanding the importance of fulfilling their roles in society and being part of the collaborative group through projects, interactive lessons, and field trip opportunities. In 4th grade, students focus on regions of the United States, including an in-depth study of Maryland history, including a study of government, economics, and geography. Students are immersed in historical exploration through virtual and in-person field trips, inquiry-based interactivities, digital and paper/pencil skills practice, and lesson quizzes. Our fourth graders also participate in several walking trips around Church Hill to experience local government buildings and visit other local community organizations, including the fire department and town hall. Church Hill students are supported in analyzing primary and secondary sources as historians, considering the historical points of view and perspectives when making judgments. Students are assessed formatively through observations and class-based activities and summatively through chapter tests and other project-based opportunities that are teacher-created and provided through our text series to ensure the rigor and depth of the Maryland College and Career Ready Standards are met in preparation for middle school and beyond. Teachers regularly collect and analyze assessment data to drive instruction, support student misconceptions, and elevate student achievement. CHES also participates in student government, titled "Future Leaders Are Children." FLAC is supported by a staff advisor and consists of an executive board and classroom representatives. These students organize the entire school's spirit weeks, fundraising events, and service projects. This year, FLAC collected mittens and hats to donate to local shelters, sneakers to donate to local children in need ("Kickin' It for Kindness"), and organized monthly spirit days to motivate student excitement.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Church Hill Elementary currently has two Pre-kindergarten classrooms. Each classroom can accommodate twenty students. There is one teacher and one qualified paraprofessional in each room. Our classrooms are accredited and have a Maryland Excels level of five. The students are selected based on income eligibility, special education, English learners, and academic needs.

PreKindergarten teachers participate in a deep data dive to show domains that need additional support. Our priority is school readiness. Our 2022-2023 Kindergarten Readiness Data indicates that 60% of our Kindergarten students demonstrated readiness for Kindergarten. We utilize this data, formative data, and ready reading and math data to support teaching activities.

Church Hill Elementary Pre-Kindergarten teachers begin lesson planning utilizing the early learning standards. These standards support the development and learning that are the foundation for our student's school success. Maryland's Early Learning Standards come from Healthy Beginnings: Supporting Development and Learning from Birth to Three Years of Age and the Maryland College and Career-Ready Standards for the Pre-K through Grade 2 portion of the Pre-K to 12 Standards. While planning and during implementation, pre-kindergarten teachers focus on learning domains, including Language and Literacy, Mathematics, Social Studies, Science, Health, Physical Education, Fine Arts, and Social Foundations. We begin our planning with the standards and use materials and resources provided in the Frog Street Pre-K curriculum, a comprehensive, dual-language program designed to meet the needs of diverse learners while supporting developmental learning domains.

Safe classrooms are arranged around learning centers that promote language development. The staff facilitates higher-order thinking and discussion while students engage in the learning centers.

PreKindergarten teachers work to engage our families in their child's first school experience. Two-way communication is in place, and families feel confident and safe contacting their child's teacher. Weekly correspondence with the families shares what is happening in the classroom and how they can support at home.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Church Hill Elementary's art program begins with the Maryland State Visual Arts Standards as the focus of instruction. Our program engages students on all levels to develop fine motor skills, obtain problem-solving strategies, and creatively explore the world around them. We work both 2 and 3 dimensionally while exploring numerous mediums to create our art. We integrate cultures worldwide to expose students to cultural diversity, art history, and art-making techniques. Upon completion of 4th grade at CHES, students will be able to analyze, discuss, and develop meaningful interpretations of their art and artwork throughout time.

In music class, students have musical development and appreciation opportunities while learning about basic music theory. Students experience music through many mediums, including dancing, moving, playing instruments, and singing. All children participate in a fall and spring concert, while 2nd-4th participate in a winter show. 2nd-4th grade students are encouraged to participate in an additional spring concert through signing up for Cubbie Chorale. Students learn to read and create music by playing instruments and singing. Specifically, 3rd and 4th-grade students learn the recorder and keyboard ukulele while all students play basic rhythm instruments, including bell sets, boom whackers, kazoos, and drums.

2b. Physical education/health/nutrition

The Physical Education and Health program at Church Hill Elementary is aligned with the Maryland State Physical and Health Education Standards. The mission of our program is for students to find value as well as interest and enthusiasm in physical fitness and personal health. Pre-Kindergarten through Fourth-grade students receive ninety minutes of instruction every week. An additional thirty minutes of activity is built into our schedule as we see the importance of exercise for the well-being of our students. Students participate in various activities to foster growth in motor skill development, demonstration of concepts and strategies, understanding of improving personal health and improving personal and social-emotional behavior. Health standards are interwoven within physical education instruction. Our School Nurse joins the class to help assist with the health curriculum instruction. The Physical Education program is an inclusive and positive environment where students work individually and with peers to find joy in movement and become self-advocates for their health. Our Physical education teacher offers enrichment activities such as the Jump rope club before school for students interested in the activity.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Church Hill Elementary's media program allows students to be actively engaged with various texts to set students up to be lifetime readers and learners. The goal is for students to learn to love reading and accessing new information. The program has language arts connections and incorporates technology research and STEM through lessons, centers, and group interactions. This library is student and community-led, with the librarian as a facilitator. Our media center is a unique and inviting space. The ample space includes organized books, comfortable seating, and technology for all students. PreKindergarten through fourth-grade students receive sixty minutes of instruction each week. The media specialist aligns lesson planning with the Maryland School Library Media Standards. Our media specialists inventory our books, ensuring we have the appropriate amount of fiction, nonfiction, and age-appropriate books for our students. Titles are selected based on interest and our student population. The students should see themselves in our book selection and learn about other cultures different from their own. When our students visit the media center, they work to build new knowledge and display curiosity. The students participate in ongoing inquiry-based learning. The Media Specialist introduces new authors and genres in a whole group lesson. Students can select two books to take each week and read until they return the next week. Selected students are assigned to book checkout and organize the media center.

All students are issued Chromebooks at the beginning of the school year. Teachers incorporate technology into their daily lessons. Students learn the responsibilities of digital citizenship early in the year. The media center is where we all go to grow!

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

Church Hill Elementary is committed to identifying and addressing the needs of each student. To this end and in response to recent legislation from the Maryland General Assembly (Senate Bill 734, Ready to Read Act), we utilize the I-ready diagnostic assessment to screen all Kindergarten- fourth-grade students in the Fall of the school year. This screening aims to determine students' needs and predict the risk of future difficulties so that appropriate early intervention can occur.

The reading assessment identifies strengths and opportunities for growth in phonological awareness, phonics, high-frequency words, vocabulary, comprehension of literature, and informational text. The Math assessment identifies strengths and opportunities for growth in number and operations, algebra and algebraic

thinking, measurement, and data and geometry.

After the diagnostic assessments, grade-level teams and specialists analyze the data to determine which students need additional support during small-group instruction or specific interventions.

Small group instruction happens daily for 20-25 minutes and is delivered by the classroom teacher. The skills addressed are based on the results of the diagnostic.

Students in grades K-4 receive an intervention that matches their needs to address deficits in reading. In math, small group instruction with gap lessons on specific skills is completed during the math block.

Students repeat the assessment in January to measure growth. Another data analysis is completed to ensure students are placed in the correct intervention. Small group rotations in the RELA block are flexible, and progress is measured using formative assessments throughout the year.

Families are notified of all diagnostic results, and resources are available that share what they can do at home to support their students.

3b. Students performing above grade level:

The I-ready diagnostic identifies below-level learners and provides data for those performing above grade level. Classroom achievement and formative assessments are also indicators of above-level performance.

Students in third grade take The CogAT Test, which measures the level and pattern of cognitive development of a student compared to age peers and grade peers. The combination of all the data drives instruction for our above-level students.

In the subject area of reading, while some students receive interventions, our above-level students receive 30 minutes of instruction on their academic level. Teachers use leveled readers and reader's theater to engage students in discussion, higher-level thinking, and comprehension skills on their reading levels. In Math, teachers use the data provided to drive small group instruction during the math block to engage our students in higher-level mathematical thinking. Our Art and Music teachers build enrichment activities for those students who excel in the arts.

Our student government members called FLAC, which stands for future leaders, are children who participate in activities promoting academic achievement and social and emotional growth. Examples include older students serving as guest readers in our younger classrooms, attending meetings to develop spirit days, and planning fundraisers to donate to local charities.

In addition, we offer before-school enrichment open to all students. Teachers facilitate a chess club, art club, and jump rope club.

We have an after-school program that includes STEAM activities to enrich our students. This program promotes social skills and regulating emotions.

3c. Students with disabilities:

Response to intervention strategies is used to determine the best educational approaches for all students, not just students struggling or having learning challenges. As such, it may be part of the process used to identify students who may qualify for special education services eventually, but that's not our overall goal. We aim to utilize the RTI process to identify fewer students for special education services.

We refer to our process as "WIN" meetings. The acronym stands for "what I need." Each grade level team meets monthly with a leading member as the facilitator. Before the meeting, teachers prepare by collecting data and contacting families to complete a series of questions that may help us determine how to address the needs of our students. Individual learner plans are developed and monitored with small attainable goals

included. Once we have exhausted all classroom strategies and interventions without student growth, students may be referred to special education.

For initial assessments, The IEP chairperson schedules meetings with the families, school psychologist, and other professionals as needed. With everyone's input, the team determines whether to proceed with the assessment. If assessments are completed, the team shares the results and determines whether the student qualifies for special education services. If the students qualify for special education services, the team reconvenes to develop an Individualized education plan.

Church Hill Elementary School has two special education teachers that provide specialized instruction to our students. There are specific interventions that are targeted at students with disabilities. Most services are delivered in the classroom in a co-teaching method. Our special educators plan with classroom teachers to meet the needs of the students to adjust assignments and discuss accommodations to support students throughout the day. Students are monitored with frequent academic checks. Communication between school and home is two-way and ongoing.

3d. English Language Learners:

The English for Speakers of Other Languages (ESOL) program strives to ensure equitable educational access for English Learners (EL) and their families by recognizing that all stakeholders are responsible for ensuring ELs develop the academic and language skills to become competitive global citizens of our society. The foundation of our program is family and community outreach and engagement. The home-school relationships that are built and sustained enrich our program and facilitate growth. EL students in Church Hill Elementary participate in academically rigorous programs that respect and build upon the diverse cultural and linguistic assets each student brings to the learning community.

We identify potential ESOL students by using a home language survey. If families share that another language is spoken at home, we screen the student(s) for ESOL services using a WIDA language screener. Fifteen languages are represented in the ESOL Program: Spanish, Urdu, Chinese, Russian, Vietnamese, Punjabi, Tagalog, Swedish, Japanese, Indonesian, Arabic, French, German, Hindi, and Korean. 88% of the county's English Learners (EL) have Spanish as their native language. There are 19 different countries, including the United States, represented by the EL student population.

The ESOL Program at Church Hill Elementary provides English language acquisition instruction to qualifying non-English speaking students enrolled in the county's schools using push-in, pull-out, and co-teaching models. In the push-in model, EL (English language) Teachers and tutors provide individualized language support and strategies through the content being taught and learned in the content or grade-level classroom to facilitate language acquisition. We also utilize the pull-out model to individualize English language instruction further. Using the pull-out method, the EL Teacher meets with students in a separate environment outside the general classroom in a small group setting where instruction is language based and incorporated into grade-level content. The co-teaching model is a shared teaching approach where the classroom teacher and the EL Teacher instruct students and simultaneously support language and content learning.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

First and foremost, providing a safe environment for our students to learn and grow is our number one priority.

Our positive behavior support begins with teaching expectations for all areas of the school. Classroom, hallway, cafeteria, and bus expectations are shared and discussed with students at the beginning of the school year and ongoing throughout the year. Posters were made with photos of our students demonstrating the expectations. The posters are hanging in the appropriate areas. Our positive behavior support includes team building and team incentives. Each classroom develops with the student's input ways to earn incentives such as extra recess, kicking your shoes off in class, and having lunch with a teacher. All incentives are free and require a slight adjustment in schedules. Teachers use creative ways for their students to earn the rewards, such as paper links that touch the floor and marbles in a jar when the team is noticed working together and making good choices.

QACPS utilizes the Zones of Regulation framework and curriculum, which teaches students how to develop an awareness of their feelings and utilize various tools and strategies for regulation. The Zones of Regulation provide our school with a common language so that all staff can support students with regulating their feelings. Teachers check in with students each day to determine their zones. Daily class meetings and routines support building strategies to address each zone. Zones are posted throughout the schoolhouse as a reminder.

Classrooms are arranged to promote group work and collaboration. Teachers utilize the tier I instructional strategy, Academic student teaming, a daily instructional process where students collaborate, peer coach, and peer teach while engaged in rigorous, standards-based tasks, which supports engagement. Our students are involved in purposeful and meaningful conversations. Their knowledge is activated or extended via real-world connections to enhance relevance. Teachers model the expectation of respectful interactions between teachers and students. We believe that students who regularly receive the personal attention and specific feedback on their performance become more engaged. Providing accurate, timely feedback to guide students thinking throughout lessons promotes engagement. Our teachers are continually monitoring and checking students' understanding. Students are encouraged to reflect on and critique their work and one another's work with pre-determined success criteria.

Church Hill Elementary teachers begin all lesson planning with the Maryland Common Core Standards. Learning outcomes are aligned with those standards. County-approved materials and resources are used to plan and implement instruction. The activities planned are appealing to all learners. Learning outcomes are posted, shared with students, and then referred to as the lesson progresses. Assessments are determined based on the learning outcome, and the results are used to drive future instruction. This alignment supports our student's academic, social, and emotional growth and college and career readiness development.

2. Engaging Families and Community:

Church Hill Elementary recently partnered with Scholastic to increase and improve our family engagement. With the support of family engagement specialists, we were trained to focus on four core beliefs to increase family engagement. The first belief is to provide a welcoming environment for our families. Our front office staff greets everyone who enters the building in a kind and helpful manner. Signage in English and Spanish is placed to welcome and guide our families and represent the diversity in our building. Staff photos with names are captured in the main hallway so that families know who's who in the building. The second belief is communication. Contact between school and families is frequent, comfortable, and two-way. Teachers survey families at the beginning of the school year on the best way to communicate with them. Emails, text messages, phone calls, or written communication are all choices provided to families to keep them informed and engaged. The third belief is information. Church Hill Elementary staff provides resources and materials to help families learn about school goals, policies, and procedures. School goals and procedures, such as

arrival and dismissal procedures, are provided to families in a newsletter and are posted in the front office. Teachers provide weekly correspondence on what is being taught that week and how families can support them at home. Grade-level family nights are held to introduce simple ways families can support their child's academic growth at home. Families are provided information in the same methods to access wrap-around services such as our health suite and Judy Center. Our hallways are filled with bulletin boards that represent student work. Teachers include the standard to develop the lesson that produced the student work posted. The final belief is empowerment. We encourage our families to provide input in all areas. When families call the school with questions and concerns, they are immediately responded to and heard. All families are encouraged to join our Family Advisory committee, which meets three times yearly to discuss communication, school safety, and how they can support their child's academic growth. The meetings are held in the evening, some in person and some virtually, to meet the needs of our families busy schedules.

Families are provided information about our partnership with Choptank Health, which regularly provides quick and convenient healthcare for their children. We heavily advertise our Judy Center and its services for birth to school-age children. Administration works to stay abreast of all services offered in our community for our families. Transportation or food services are available and shared with families as needed.

To engage male figures more in our school, a DUDES(D: Dedicated, U: Unstoppable Men, D: Doing the RIGHT thing, E: Even when no one is looking)club was founded. So far, we have six father figures that arrive in the morning to provide a high five and a good wish to our students as they exit their buses

3. Creating Professional Culture:

Church Hill Elementary School's school improvement team comprises a representative from each grade level, unified arts, paraprofessionals, and family members. The representatives on this team are the voice of all staff. Data and feedback from survey results drive the improvement plan. The plan includes academic improvement, professional development, safety, and parent engagement goals. The professional development plan is based on data and staff input. Professional development can be led by contracted services, county-level supervisors, or our staff members. According to our teacher's negotiated agreement, the administration has one hour per week to meet with staff. Our school meets weekly and uses this valuable time for updates and professional development. Meeting during this time honors teachers planning time and allows them the time to plan for the implementation of the strategies introduced.

During the 2022-2023 school year, as a result of teacher input and their desire for more training in the area of discipline, a contracted conscience discipline training was held. The program supports first teaching ourselves about self-control and self-regulation and then teaching children. The feedback from staff was incredibly positive, and they felt as though there were strategies they could implement immediately upon returning to class.

Improving our universal or core Tier I instruction is a focus for our school. Although we believe that tier 2 Targeted or strategic instruction/intervention is important for our students, Tier 1 instruction must be implemented effectively. Tier instruction should include alignment, feedback, equity, and engagement. This school year's professional development has focused on the Tier I strategies of gradual release of responsibility, student academic teaming and providing feedback. Teachers were trained on the gradual release of responsibility by our county-level supervisors, and we continued with this implementation and training at the school level. Student academic teaming was introduced to our staff in an engaging professional development where teachers themselves participated in academic teaming with clear roles and success criteria.

Effective professional development includes planning and providing one or more follow-up support strategies after a professional development event. Our follow-up includes learning walks, teacher observations, pictures, and videos to demonstrate effective implementation. Teachers who feel comfortable are asked to share examples of the work during staff and team meetings. Teachers are provided coverage to observe other teachers who again feel comfortable with the peer observations. Teachers are continually recognized for the implementation of the strategies introduced. We work to empower teachers to take on professional development roles. We currently have several teachers LETRS trained. One teacher is

facilitator trained and is given professional development time to work with other teachers to share the importance of the most recent Science of Reading research. This correlates with our Tier I focus. Teacher-leading professional development has a powerful influence on school culture.

4. School Leadership:

Church Hill Elementary School's leadership philosophy encourages everyone to participate in all processes, share their opinions, and know that the leadership will hear them of the building. It also encourages our staff to be engaged because they know that the leadership of the building will hear and value their feedback. Our leadership team consists of the following members, the principal, the teacher specialist, the Reading specialist, the math specialist, the school counselor, the family engagement specialist, and the Judy Center coordinator. The team supports and demonstrates the philosophy in all aspects of their work.

The principal's role at Church Hill Elementary is to oversee day-to-day school operations, manage school budgets, monitor staff performance, monitor school data (academic, attendance, and discipline), continue to research ways to improve teaching, and work to build strong relationships with staff, families, and students.

The other leadership team members support the principal's role and have the following responsibilities.

Our teacher specialist is the administrative designee, supports discipline, provides professional development, and oversees all academic testing. The reading specialist manages and monitors the reading program. She provides reading interventions to our students and supports our teachers in the academic area of reading. The math specialist manages and monitors the math program providing teachers with the support needed to implement the program with fidelity. The school counselor meets with students regularly as needed. She provides class guidance lessons based on zones of regulations. She monitors our students' social and emotional needs and provides resources to our staff as needed. Our family engagement specialist supports family engagement, provides teachers with communication needs, and works with teachers to facilitate family events. The Judy Center coordinator runs her program and works closely with the school to prepare and support incoming prekindergarten and kindergarten families and students.

The leadership team meets every Monday at 10:00 am with a specific agenda. The agendas include updates from all team members. The agenda includes the school's mission and vision. The principal begins the meeting by sharing personal goals for the upcoming week to guide our team's focus. Each member is encouraged to do the same. The team members' updates are grounded with the mission and vision in mind and are attached to student achievement. When each member shares their personal goals, other members are encouraged to respond with ways they can support the goals. At our most recent meeting, we discussed safety scenarios and how each member has a role and responsibility to ensure the safety of our students. In previous meetings, we have discussed planning for professional development implementation, title I documentation, and updates on reading interventions.

Our leadership team is a trusted staff group that works closely together and builds on each other's strengths.

5. Culturally Responsive Teaching and Learning:

An equity committee was established at Church Hill Elementary two years ago, focusing on equity and cultural awareness practices. The team comprised teachers, instructional assistants, leadership, and family members. The team received training from the Cambio Group. This consultant group provides strategies, tools, and coaching to school systems and organizations that want to take meaningful action on school, culture, and climate. We developed three initiatives to provide a focus for our transformation and how we created a culturally aware schoolhouse.

Initiative number one is communication. Communication was redefined based on the needs of staff and families. Not just how we communicate but what we communicate. Teachers began the work by having individual conferences before the start of the school year. Teachers asked direct questions and were purposeful with their communication. Asking families, "what do you want me to know about your child?" "What is important to your family?" and "What are your hopes and dreams for your child?" After the initial

conference, families could share the best form of communication for them that would open two-way communication. We measure our success in this area by surveying families. The Principal makes it a practice to engage in conversations with any family seen in the office, in the pick-up line, or the community.

Initiative number two was to build welcoming classroom environments. We want everyone that enters our schoolhouse to feel welcome in the shared space. As teachers set up their classrooms, space is left for intentional things on the classroom walls that promote a sense of belonging. All classrooms display students' pictures, names, and photos of student's families. As students enter the classroom, they see themselves and their families, which promotes ownership of the space. We measure the success of this strategy by having a dialogue with students about their classroom space and how they feel about being a member of the classroom community. Families have reported loving the time their children and them select the perfect family photo to include in their classroom.

Our third initiative was representation in the literature in the classroom. Our students enter classrooms with diverse backgrounds, identities, and experiences. The team researched the mirror theory of seeing yourself in the text you read makes you feel valuable and engages you more in the reading. We also know that thinking of the text as a window to learn and experience other's cultures in the reading is just as important. We then set teachers on a journey of examining their classroom literature to ensure some texts represented their classrooms' population. We felt so strongly about this initiative that we used Title I dollars to enhance those libraries to meet the needs of our students.

PART VI - STRATEGY FOR EXCELLENCE

Church Hill Elementary School faced the same dilemma as most elementary schools after the shutdowns and virtual learning. Students lost the equivalent of several months' worth of learning in reading and math. Our response to this challenge and a strategy that we found very successful was what we call "CUBTIME."

Our reading block of 150 minutes was designed for whole-group instruction followed by small-group and independent practice. We examined our school schedule and creatively assigned 30 minutes of the 150 minutes of reading and language arts for an uninterrupted time for interventions, reteaching, or enrichment. This time essentially gives our students just what they need. Our teachers and specialists are available during these blocks to provide specialized instruction. Grades 1-4 participate in cub times.

All students are assessed with a universal screener in the Fall. The specialists analyze the data and create cub time groups based on the diagnostic assessment results. Students are assigned interventions, reteaching, or enrichment activities during this time. The materials used are all county-approved. Students transition from their classroom to a new location in a timely and orderly manner.

First-grade cub time is scheduled daily from 9:00-9:30. Two classroom teachers, two specialists, and one special educator provide the instruction. Students receive a Tier 1 or 2 foundations lesson or leveled literacy.

Second-grade cub time is scheduled daily from 11:00-11:30. Three classroom teachers, two specialists, and one special educator provide the instruction. Students receive a Tier 1 or 2 foundations lesson, Spire or Reader's Theater.

Third-grade cub time is scheduled daily from 12:00-12:30. Three classroom teachers, two specialists, and one special educator provide the instruction. Students receive a Tier 2 foundations lesson, System 44, Spire, or Reader's Theater.

Fourth-grade cub time is scheduled daily from 2:15-2:45. Three classroom teachers, two specialists, and one special educator provide the instruction. Students receive System 44, Spire, or Reader's Theater.

Each group leader formatively assesses the students as they deliver instruction, and changes can be made anytime. The grouping is flexible. The students are reassessed in January of each year using the iReady diagnostic. When the assessment is complete, the teams reconvene and adjust the groups as needed.

We are extremely proud of our cub time, and our students are growing according to our data. Teachers are satisfied with cub time and appreciate the time given to each student to support their success. In the past, when a student left the room for an intervention, other students were left behind completing activities that the student who needed interventions missed. The intervention students often returned to the class lost and feeling left out. Our cub time provides all students with what they need to succeed.